

Title I, Part A, District Corrective Action

The No Child Left Behind Act, Section 1116 (c) (10) (B) (ii) requires KDE to take corrective action with any district that fails to make adequate yearly progress by the end of the second full year after identification of the district for improvement (four years of not making adequate yearly progress).

The first ***corrective action*** is that KDE *defers* a portion of that district's Title I dollars and specifies professional development and other activities for use of those funds in the district. Additionally, KDE requires the district to identify one of three options for state assistance in its implementation of improvement.

The three (3) options available from the state to assist identified districts in planning and implementing improvement are: **(A)** Voluntary Partnership Assistance Teams (VPAT)*, **(B)** State Assistance Teams (SAT), and **(C)** Network Assistance Teams (NAT). The duration of the plan for assistance is for a minimum of two (2) years. Districts identify in rank order their preference for assistance. KDE considers needs of districts and matches options available to needs of districts and levels of intervention deemed appropriate based on data. District preference is given much consideration.

	Option A - VPAT Voluntary Partnership Assistance Team	Option B - SAT State Assistance Team	Option C - NAT Network Assistance Team
State Assistance Team or Network	Five-member team made up of the local superintendent, an assigned superintendent mentor from the Kentucky Association of School Superintendents (KASS), a representative from the Kentucky School Boards Association (KSBA), a Highly Skilled Educator, and a KDE administrator.	Flexible teams consisting of field-based staff (Achievement Gap Coordinators and District Support Facilitators) and Frankfort based staff. One team member is the lead for coordinating communication and activity of the team while the other members move on and off the team based on the need for their areas of expertise.	Local district leadership provides evidence of the capacity to work with a network proven effective in improving student achievement and building capacity for support in implementing improvement plans. A review of school reform networks is available at http://llanes.panam.edu/reform/srn/intro .
Role of Team or Network	The team facilitates appropriate district and community support and together develops and implements a district/school improvement plan that includes strategies to eliminate achievement gaps.	The team provides support to the superintendent and district office staff as they develop and implement a district/school improvement plan that includes strategies to eliminate the achievement gaps.	The local district works with an approved network in its development and implementation of school and district improvement. Quarterly progress reports on its plan that includes strategies to eliminate achievement gaps are submitted Frankfort's Federal Programs and Instructional Equity staff.

Attachment A

District Identifies Options	A district may identify this option as its preference for assistance, understanding that the Commissioner and KDE's partners (KSBA and KASS) will make the decision as to whether they offer this form of assistance, based on capacity and district considerations.	A district choosing this option also contracts with an external agency to assist its Local Board of Education in building community support and advocacy for all students.	A district choosing this option selects and joins a school reform network with research-based proven practices. The network assists the district in meeting its student's needs and improvement goals outlined in its plan.
KDE Communication	Superintendent receives notification that communicates the team members and protocol for next steps.	Superintendent receives notification that communicates the state team leader and protocol for next steps.	Superintendent receives notification that communicates state approval to participate with a network and protocol for reports and next steps.

* We had to deny numerous requests for this option due to capacity limits. We even had requests for this option from districts trending toward Tier 3.